

READ TO ME, GIVE ME WORDS

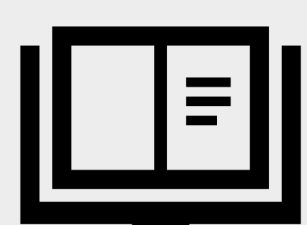
UNCOVERING INTERACTIVE BOOK READING PROCESSES IN FIRST AND SECOND GRADE: A CLOSER LOOK INTO CHILDREN'S INPUT AND INTERACTION PATTERNS

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PROBLEM STATEMENT



Literacy and vocabulary as essential skills
(Biemiller, 2011; Dickinson & Tabors, 2001)



IBR as most effective reading activity in stimulating these skills
(Mol, Bus & de Jong, 2009; Mol, Bus, de Jong & Smeets, 2008)

Frequency and quality of **child input** in IBR = crucial
(Ping, 2014; Trivette & Dunst, 2007)



Research focus mainly on adult input
(Gonzales et al., 2014; Mol et al., 2009; van Kleeck, Gillam, Hamilton & McGrath, 1997)



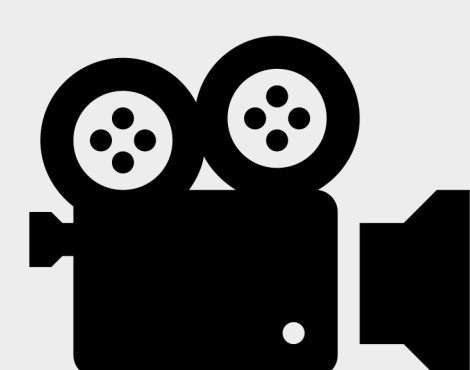
RESEARCH AIM

Uncovering the IBR microstructure to study and clarify the interrelationship between adult and children's interaction processes.



RESEARCH DESIGN

Video analysis of 1000 min of IBR activity based on a theory-driven coding scheme including:



- ❖ Asking open-ended questions
- ❖ Giving cues
- ❖ Clarifying vocabulary
- ❖ Explaining content
- ❖ Clarifying images
- ❖ Linking personal input
- ❖ Explaining book conventions
- ❖ Clarifying print knowledge

Features of effective IBR

Utterance categories (a) Type (b) Aim (c) Abstraction level of the utterance

(Hindman, Connor, Jewkes & Morrison, 2008; Mol et al., 2009; Morrow, 1990; Reese & Cox, 1999; van Kleeck et al., 1997; Whitehurst et al., 1988)

Phase 1:
Detailed
analysis

Phase 2:
Cluster
analysis

Phase 3:
Process
mining

G1: 500 min IBR activity with mainly non-native Dutch speakers

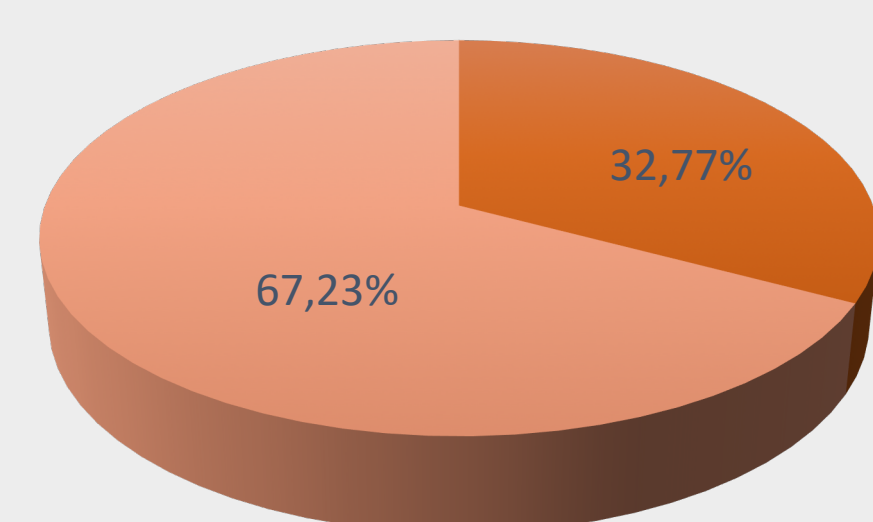
March 2018

G2: 500 min IBR activity with mainly native Dutch speakers

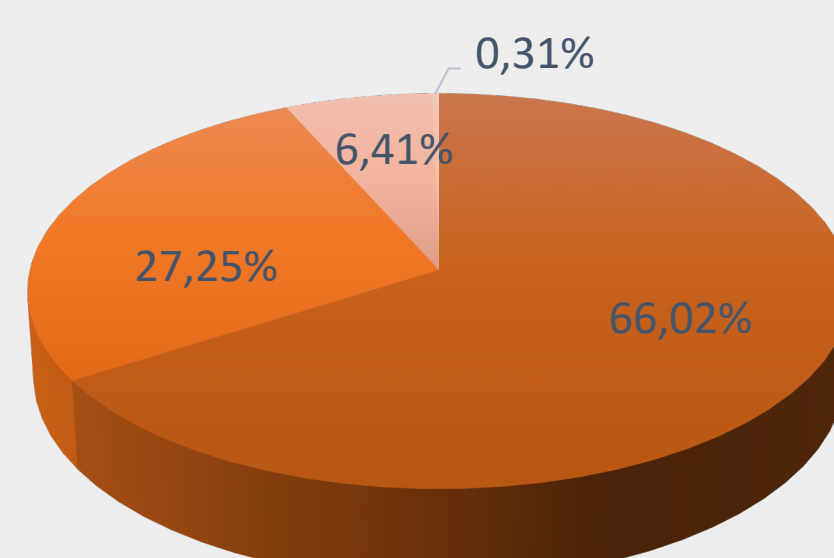
March 2019

RESULTS

In general

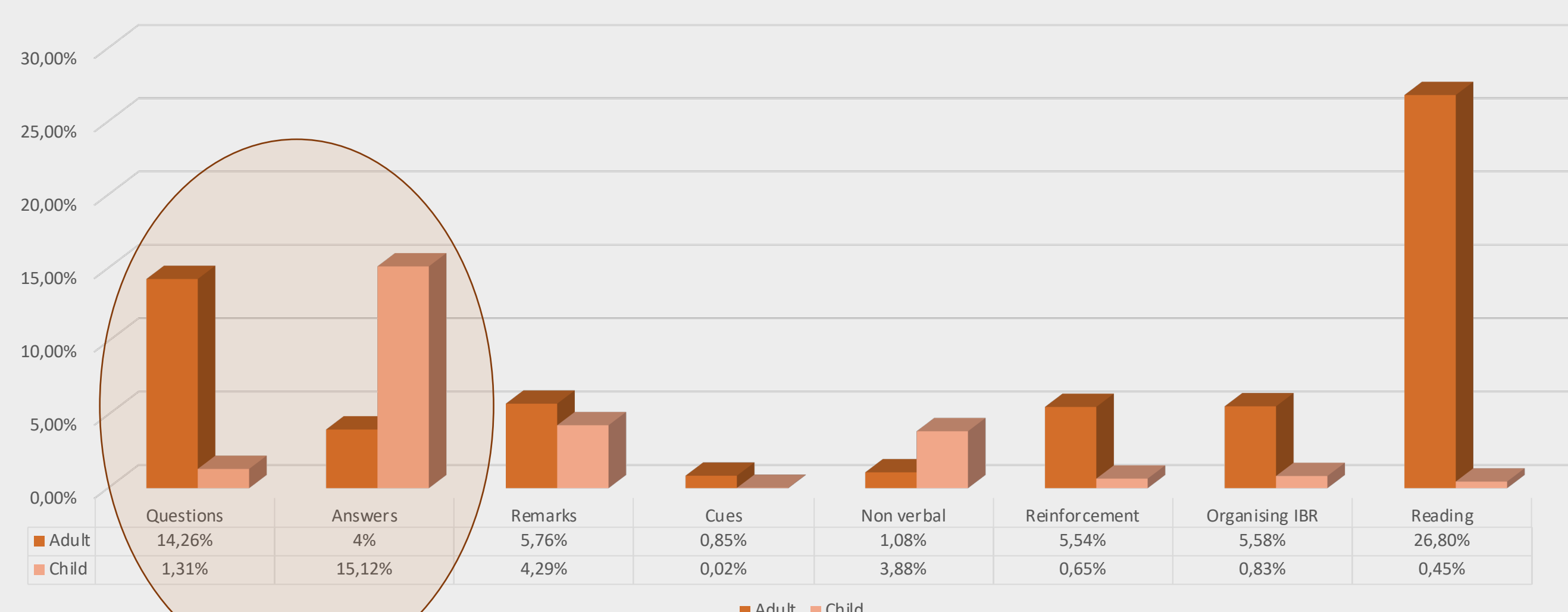


Child input Adult input



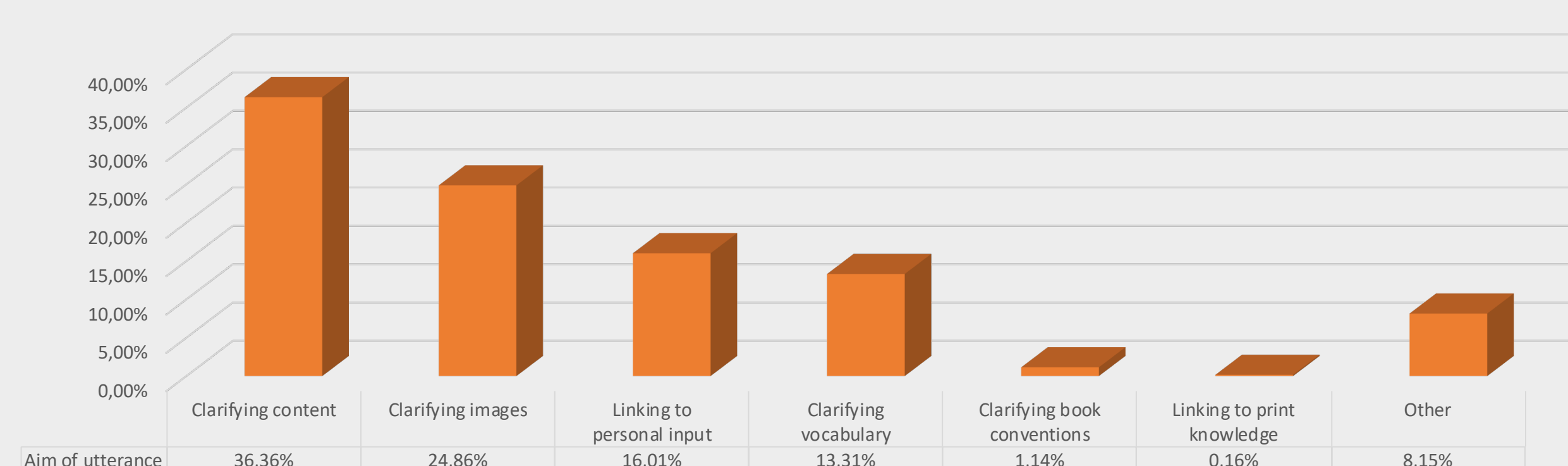
Interactive utterances Reading Organising IBR Other

A. Type of utterances

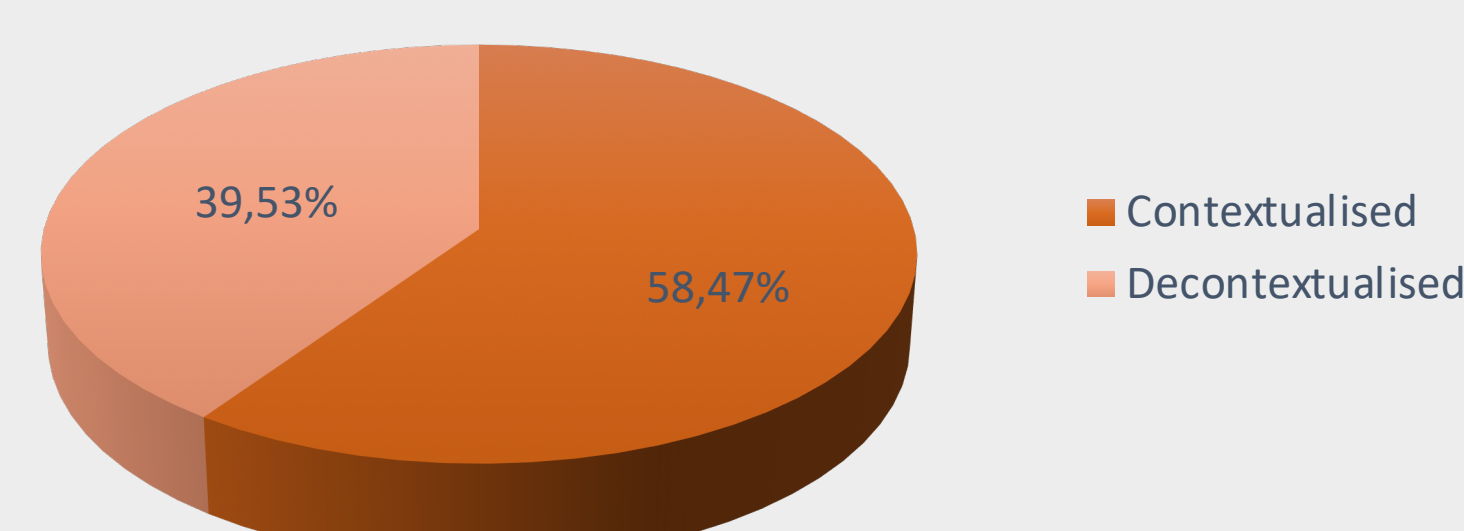


Topic control by the adult (Pentimonti, Zucker, Bowles, Tambyraja & Justice, 2019)

B. Aim of utterances



C. Abstraction level of utterances



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